

# Folktales

## Theme:

The features of folktales





## Teacher overview:

This lesson introduces pupils to the key stylistic features of folktales and asks them to identify these features in a Russian folktale called Morozko. Activities demonstrate the fact that folktales often highlight an underlying truth and ask pupils to consider how this is brought out in this particular text. The lesson also provides a useful platform for pupils to examine characterisation.

## Theme:





### Important Curriculum links:

-  4c – identify how character and setting are created and how plot narrative structure and themes are developed.
-  4e – evaluate ideas and themes that broaden perspectives and extend thinking.








### WSPA links:

-  Respectful treatment of bears.

### Learning objectives:

-  The setting of scenes in folktales
-  Characterisation
-  The underlying truth in folktales
-  The importance of allowing animals to enjoy their natural habitat.

### Curriculum links:

-  EN2.1 d.
-  EN 2.2a, b, c, d.
-  EN 2.3c, f, g.
-  EN 2.4a, c, d, f.
-  EN 2.5
-  EN 2.8b, c, d, e, f.
-  SC5b, c.

### Lesson Outcome:

By the end of the lesson pupils will be able to recognise key features of folktales, understand the way that Ivan's character changes over the course of the story and that it is important to treat bears (and all animals) with respect and kindness.



	Time	Delivery notes	Learning objectives
<b>Episode 1.</b> (Starter) Folktales	5-10	<ul style="list-style-type: none"> <li>• Ask pupils what they know about folktales.</li> <li>• Explain that a folktale is a story passed down from generation to generation and explain that folktales have certain typical characteristics.</li> <li>• Use the list on the Pupil Worksheet to demonstrate these key characteristics.</li> <li>• Ask pupils if they can think of any folktales.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the main themes and features of folktales.</li> </ul>
<b>Episode 2.</b> Morozko	15-20	<ul style="list-style-type: none"> <li>• Explain to the pupils that they are going to study a Russian folktale called Morozko.</li> <li>• Although it is unlikely any students will have heard this story before, it should still be recognisable as a folktale.</li> <li>• Read through the story on Pupil Worksheet 1 as a class.</li> <li>• Read through the story again, this time asking pupils to identify any of the key features of folktales which were discussed in Episode 1. Pupils should use a highlighter to mark any features which they recognise as typical of folktales.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the main themes and features of folktales.</li> </ul>
<b>Episode 3.</b> The truth behind the folktale	20-25	<ul style="list-style-type: none"> <li>• In pairs ask pupils to read through the piece and note down any information they can find out about Ivan. Once they have done this conduct a class discussion about what Ivan is like at the beginning of the story and how he has changed by the end of it. How does his attitude to bears change over the course of the story?</li> <li>• Discuss why Ivan wanted to shoot the bear and why this made Father Mushroom angry. Explain again that alongside fantastical elements, folktales often contain information which is used to help us understand the world which we live in or how we should act.</li> <li>• This folktale reveals some truth in that it shows that bears are often mistreated by humans, being forced to dance or being kept in tiny cages as an attraction outside restaurants. It also shows us how humans should act, suggesting that people should not act selfishly and should respect animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate characters.</li> <li>• Understand the conflict between fantasy and reality in folktales.</li> </ul>
<b>Episode 4.</b> The work of the WSPA		<ul style="list-style-type: none"> <li>• Explain that the work undertaken by WSPA supports the message which can be seen in the folktale by trying to ensure that bears are treated with respect by humans and helps those that have been held in captivity to return to their natural habitats.</li> <li>• Introduce Cristi, a brown bear which was rescued from a cage outside a restaurant in Romania and moved to the WSPA's forest sanctuary where she could enjoy her natural habitat and learn how to forage for food.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that humans should treat animals with kindness and respect.</li> </ul>
<b>Episode 5.</b> If you go down to the woods today...	5-10	<ul style="list-style-type: none"> <li>• Ask children to imagine they live in Russia, where bears still live in the forests. Do pupils think that the folktale would help them to respect bears?</li> <li>• Ask pupils to think of ways they can raise awareness about the plight of some bears amongst people in Britain. Is this more or less difficult in a country which doesn't have native bears?</li> </ul>	<ul style="list-style-type: none"> <li>• To recap on the lessons' learning objectives.</li> </ul>